Title V Undergraduate: 2010-2015
Final Report
Period: October 1st, 2010 – September 30th, 2015

Introduction

On October 1st, 2010, the University of Puerto Rico, Río Piedras Campus (UPR-RP) was awarded a Title V grant, for five (5) consecutive years, by the Department of Education. This grant's implementation facilitated the development of the Title V Project: *Strengthening UPR-RP through the Development of a Research-Based Academic Culture*, ascribed to the Deanship of Graduate Studies and Research. Also, this project is known as *Iniciativas de Investigación y Actividad Creativa Subgraduadas* (iINAS, for its acronym in Spanish).

The iINAS project's mission, vision and objectives are:

- Mission: To enrich the academic offerings and improve the quality of the undergraduate programs at the Río Piedras Campus through the increasing of research and creative activity.

- Vision: To promote an institutional culture that places undergraduate research and creative activity as the base of the academic work while stimulating learning and intellectual production.

- Objectives: To promote and facilitate faculty members' and undergraduate students' capacity to actively participate in research and creative projects; to offer settings and opportunities for the dissemination of undergraduate research and creative activity; to develop and establish an office to offer services that support undergraduate research and creative activity.

iINAS plan included expanding opportunities in research and creation projects for professors and undergraduate students of all disciplines. Specially, iINAS focused its initiatives and activities within the Colleges of General Studies (2010-2011), Social Sciences (2011-2012), Education (2012-2013), Humanities (2013-2014) and Business Administration (2014-2015).

As part of the students' initiatives, iINAS offers capacity enhancement workshops, a mentorship program to develop a research or creative project within an academic year (Scholars in Residence) and the Summer Research and Creation Experiences. For professors, this project also offers: capacity enhancement workshops; Seminars on Integration of Research, Discovery and Innovation Competencies in the Undergraduate Curriculum; Mini-grants; Summer Research Institutes; and Faculty Summer Fellows. Almost all of these faculty initiatives request professors to write proposals and then iINAS grants the funding after reviewing the submitted documents.

During its five (5) years of funding, specifically from October 1st, 2010 through September 30th, 2015, **7,373** individuals have participated in iINAS' initiatives and activities. Specifically, **3,882 undergraduate students** and **1,878 faculty members** from our campus have been serviced, supported and benefited from iINAS during its implementation. For your reference, we breakdown the participants in categories:

Table 1: Initiatives and Activities' Participants by Category, from October 1st, 2010 through September 30th, 2015

Period	Undergraduate students	Graduate students	Faculty	UPR Administrative Personnel	Other[1]	Total
2010-2011	189	34	30	26	13	292
2011-2012	1,056	193	703	227	153	2,332
2012-2013	837	98	467	32	121	1,555
2013-2014	829	113	391	27	233	1,593
2014-2015	971	60	287	15	268	1,601
Grand Total	**3,882**	498	**1,878**	327	788	**7,373**

[1] Other: includes visitors, parents and people from other institutions.

Title V Undergraduate: 2010-2015 Report

As part of this project's objectives, a website was developed – www.iinasupr.org. This platform facilitates the communication between the project and the college community. Specially, this website was develop considering undergraduates' interests because the UPR-RP's already had one for the graduate population. It includes tabs with information about all the initiatives within the undergraduate students and faculty strands. Promotions of all the activities and call for proposals are published in our website.

iINAS also has presence in the social media with its Facebook (more than 1,000 likes) and Twitter (almost 60 followers, since the spring of 2015) pages. This social media platforms contribute to the distribution of the project's activities flyers, call for proposals and news about its achievements and opportunities for undergraduates and professors. iINAS website and social media pages are managed and updated frequently by the project's staff. These resources are complimentary to the support we have been receiving from the Marketing, Development and Communications Office at the UPR-RP. This office has been helpful publishing our activities flyers and call for proposals within the UPR-RP's website, activities calendar and social media pages.

Students' Initiatives (iINAS proposal's first strand)

Scholars in Residence (SR)

This initiative offers opportunities to expose undergraduates to research and creative activity. Specifically, the participants are the leading actors in the production of scientific and humanistic knowledge. Scholars in Residence's (SR) mission concentrates in enriching the undergraduate students' academic experience with their full participation in research and creative activity through the mentorship offered by internationally recognized faculty members. On the other hand, its vision establishes the relevance of encouraging the student to assume a new

conceptualization of their academic development in which research and creative activity are the indispensable basis for learning and intellectual production.

The students are mentored for a whole academic year, dedicating at least 10 hours weekly to research or creative activity. This mentorship is provided by a researcher or experimented faculty from our campus. Furthermore, the mentors involve the students in their research or creative project during the first semester while fostering them to start developing a research question or initiate a creative quest. By the second semester, we expect the students to continue developing their own research or creative project with their mentors' support and advice. At the end of the experience, students present their projects to the college community in an academic event organized by iINAS.

During the five years of the project, iINAS supported **four (4) groups** with a total of **32 undergraduate students** in its SR initiative. Our first group participated in the academic year of 2011-2012 and since this happened, iINAS has been publishing a yearly SR call for proposals. Each year, the target of students varied depending on the college iINAS was focused on although we have included students from other colleges. On 2012-2013, iINAS had an agreement with the College of Business Administration and the School of Architecture to consider their students on the call for proposals that year. The deans of these colleges, Dr. Paul R. Latortue and Architect Francisco J. Rodríguez, wanted their students to be exposed to research and creative activity and considered iINAS as a great resource to do that. In the following table, information about each group of Scholars is presented:

Table 2: Scholars in Residence's Participants by College

Period	College	Undergraduate students
2011-2012	General Studies	3
	Social Sciences	5
2012-2013	Education	3
	Business Administration	2

Period	College	Undergraduate students
	School of Architecture	5
2013-2014	Humanities	10
2014-2015	Business Administration	4
	Total	**32**

The SR initiative has provided its participants the opportunity to develop a research or creative project with the mentoring of a faculty member from our campus. As a complement to their experiences as Scholars, these students participated in biweekly seminars. Each seminar covered a different topic. The Students' Initiatives Coordinator offered seminars on: how to develop a strong *Currículum Vitae;* quantitative and qualitative research methods; the association between writing a proposal, a research article and an academic poster; and how to present a research proposal effectively, among others. Also, their curriculums were enriched with six (6) credits in research while strengthened their research and creativity capacities. They were capable of initiate a research or creative project and work towards the goal of finish their quests.

Since having our first group, our Scholars have been achieving a lot in their academic careers. Many Scholars have presented their research or creative projects in local and international academic forums. As part of the presentations in local forums, iINAS organizes an Annual Undergraduate Research and Creation Symposium since 2013. Every year, members from the SR group submit their applications and participate in oral presentations, poster and creative sessions in iINAS annual symposium. Another local academic forums in which our students have been participating are the *Congreso Puertorriqueño de Investigación en la Educación* (2013) and *Exposición Sociales Investiga* (2013).

Regarding their participation in forums held on the United States and Latin America, SR's students have been presenting their projects in the following academic forums: Association of American Geographers Annual Meeting (in New York, 2012); American Psychological Association, Division 45, Bi-Annual Conference (in Michigan, 2012); *Conferencia de la*

Asociación de Estudios Puertorriqueños (in New York, 2012); *Conferencia Global de Finanzas* (in Costa Rica, 2013); *XXI Congreso de la Asociación Mexicana de Estudios del Caribe* (in Mexico, 2014); and Humanities Initiative at New York University (in New York, 2014). Another example is their participation in the Annual Conference on Undergraduate Research on 2013 (April 11-13, 2013 at University of Wisconsin - La Crosse, La Crosse, Wisconsin) and 2015 (April 16-18, 2015 at Eastern Washington University, Cheney, Washington).

As part of their achievements, many SR students have published articles in research and creation journals. iINAS efforts to develop and publish an online peer-reviewed journal for undergraduates ([IN]Genios) have been crucial to this achievement, although our students have published articles in journals outside iINAS. Having published articles as an undergraduate student strengthens our students' academic development. Their acquired capacities and experiences certainly contribute to make them better candidates for graduate school. As proof, many of our students have been accepted in prestigious universities in both Puerto Rico and the United States. Some examples are: the master's program in Kinesiology at the UPR, Mayagüez Campus; UPR-RP's Law School; UPR-RP's School of Communication; University of Pennsylvania; University of Pittsburg; University of Texas; Duke University; George Washington University; East Carolina University in Greenville; and University of Massachusetts.

Finally, iINAS will be recruiting five (5) undergraduate students for its Scholars in Residence's initiative. This new call for proposals will be open for students from all the colleges of UPR-RP; this will make the SR's call for proposals even more competitive.

Summer Research and Creation Experiences (SRCE)

This initiative offers opportunities to expose undergraduates to research and creative activity for six (6) weeks during the summer. The students work in groups, up to five (5) members. Each group develops a research or creative project of their interest. The group leader must be from

the College iINAS is focused on that year; other members can be from other colleges. That is the main reason the groups' nature is multidisciplinary. The groups are advised by a faculty member from our campus along the way. At the end of the experience, the groups decide if they want to do an oral presentation or a poster for the academic event organized by iINAS; this year's event will be held on October 2nd, 2015. The groups are going to present their projects in panel and poster session's format to the college community.

The Summer Research and Creation Experiences' (SRCE) mission and vision are similar to those of Scholars in Residence although it's more intense due to its duration. SRCE's mission concentrates in enriching the undergraduate students' academic experience exposing them to a full participation in research and creative activity during the summer. Regarding its vision, it has been encouraging the student to assume a new conceptualization of their academic development in which research and creative activity are the indispensable basis for learning and intellectual production. The mission in both initiatives involves working towards changes in our campus' research-creation academic culture; research and creation must be the solid foundation in our undergraduate students' academic and professional development.

Thus far, iINAS supported **four (4) groups** for a grand total of **165 undergraduate students** in its SRCE initiative. Our first group participated in the summer of 2012. Since then, iINAS has been publishing a yearly SRCE call for proposals. In the following table, information about each group is presented:

Table 3: Summer Research and Creation Experiences' Participants by College

Colleges	Undergraduate Students' Participation Per Year				Total
	2012	**2013**	**2014**	**2015**	
Social Sciences	44	3	2	3	52
General Studies	4	0	1	1	6
Education	5	23	3	1	32
Humanities	6	2	32	0	40

Colleges	Undergraduate Students' Participation Per Year				Total
	2012	2013	2014	2015	
Business Administration	2	1	0	18	21
Natural Sciences	3	1	1	1	6
School of Communication	0	0	5	0	5
School of Architecture	0	0	3	0	3
Grand Total	**64**	**30**	**47**	**24**	**165**

The groups receive support from iINAS: materials, consultations, administrative support and a stipend are provided. The Students' Initiatives Coordinator offers a weekly seminar on topics like: ethics in research; how to make an effective oral presentation; how to make an academic poster; multidisciplinary research; research as discovery, among others. Also, each group is advised by a faculty member while conducting their research or creative projects. These students strengthened their capacities to develop a research question and conduct research / initiate and finish a creative project in a multidisciplinary way.

iINAS continues to offer support and advise, even after the groups end their participation as part of the SRCE initiative. In our experience, the groups tend to continue working on their research projects later on. Some of them, even continue their research topic on graduate school. As a project, iINAS has sponsored SRCE's students to present their research in different academic forums. As an example, SRCE's students participated in oral and poster sessions in the Annual Conference on Undergraduate Research on 2013 (April 11-13, 2013 at University of Wisconsin - La Crosse, La Crosse, Wisconsin) and 2015 (April 16-18, 2015 at Eastern Washington University, Cheney, Washington). Another academic forum, among others, in which our students participate is the one organized by iINAS, the Annual Undergraduate Research and Creation Symposium; since this symposium started on 2013, SRCE's groups have presented their research and creative projects in oral, poster and panel sessions, even as part of the art exhibitions.

About the publication of articles in scientific and other academic journals, our SRCE students have exposed themselves to the writing and reviewing experiences implied in the

publishing act. Some of them have published their research and creative projects in [IN]Genios, the online peer-reviewed journal for undergraduates that has been developed and published by iINAS. Another interesting work done by our SRCE students includes documentaries, blogs, digital archives, databases, photos, plays and even art exhibitions. Just to mention an example, one group studied Jack Delano and his photography work in Puerto Rico. They coordinated the art exhibition: *Jack Delano en la UPR: La colección universitaria en su centenario* as part of the research project they had been working on since the summer of 2014. This particular group also developed a documentary on Delano and a digital archive; both can be accessed through the following links:

jackdelanoenlaupr.wordpress.com and https://www.youtube.com/watch?v=T0uyqzXo04c.

On summer 2016, iINAS expects the groups to be even more multidisciplinary due to the expansion of this initiative among all the UPR-RP's colleges and within all disciplines. This new call for proposals will be more competitive.

Research Capacity Enhancement Workshops for Undergraduates

Each year, iINAS has been offering a series of student training workshops focusing on the year's targeted college. At least eight (8) workshops were offered as part of the annual cycle for a grand total of **38 workshops** from 2010 through 2015. Topics addressed on the workshops' cycle include: methods in qualitative and quantitative research; data processing and analysis; ethics; how to deliver an effective oral presentation; characteristics of a good letter of recommendation and statement of purpose; literature review in the research process; submitting applications to graduate school; creative writing; cultural entrepreneurship; comics and academia; personal budget for students; business and law, among others.

A total of **1,168** participated in the students workshops' cycles from 2010 through 2015. From this grand total, **879 undergraduates** went to our students' workshops and received training

in research techniques, research methods, data analysis' strategies, college survival skills, graduate

school applications, the creative process and other relevant topics. Coming up next, there is a table

that includes information regarding participation per year and by category, for your reference:

Table 4: Research Capacity Enhancement Workshops for Undergraduates: Participants by Category, from October 1st, 2010 through September 30th, 2015

Period	Undergraduate students	Graduate students	Faculty	UPR Administrative Personnel	Other	Total
2010-2011	152	31	1	9	5	198
2011-2012	234	46	14	22	13	329
2012-2013	118	9	38	11	3	179
2013-2014	120	25	13	4	6	168
2014-2015	255	23	11	2	3	294
Grand Total	**879**	134	**77**	48	30	**1,168**

Faculty Initiatives (iINAS proposal's second strand)

Seminars on Integration of Research, Discovery and Innovation Competencies in the Undergraduate Curriculum

Each year, iINAS publishes a call for proposals, then evaluate the submitted documents

and finally grants funding to realize these Seminars. Like other iINAS' initiatives, professors who

submit and coordinate these Seminars must be from the college iINAS is working with that year.

The topics covered on the Seminars must consider the faculty's training needs. We recommend

that topics will be addressed in an interdisciplinary way.

iINAS has sponsored **24 Seminars** since October 1st, 2011 until September 30th, 2015. Up

to this date, a total of **851 people** went to the Seminars; **333** of them were **faculty members** from

our campus. Next, there is a table presenting additional information on this initiative:

Table 5: Seminars on Integration of Research, Discovery and Innovation Competencies in the Undergraduate Curriculum: Participants by Category, from October 1st, 2011 through September 30th, 2015

Period	Sponsored Seminars	Undergraduate Students	Graduate students	Faculty	UPR Administrative Personnel	Other	Total
2011-2012	14	160	30	168	32	8	398
2012-2013	3	187	18	81	2	5	293
2013-2014	3	32	7	43	3	4	89
2014-2015	4	10	10	41	3	7	71
Grand Total	**24**	389	65	**333**	40	24	**851**

Topics covered during the Seminars include: Visual Anthropology; images as a research tool; script writing for documentaries; basic cinematographic production; discourse analysis; statistics for anthropologists; Caribbean Studies; gender, health and society; ethics and integrity in research; competencies on learning and cultural research; community research; integrating graphic storytelling into undergraduate courses; Art and Philosophy; publishing in peer-reviewed journals; using Google Forms as a tool in research; and questionnaire analysis using Statistical Package for the Social Sciences (SPSS) software, among others.

Faculty Summer Research Institutes

To promote interdisciplinary research and create collaborative research groups, iINAS established the Summer Institutes' initiative. Each year, a call for proposals is published. This requires a team of faculty members to create a Summer Institute centered on an interdisciplinary research topic. The main purpose of this initiative is to reunite professors from a variety of disciplines for a whole week to promote an exchange of ideas and information between them. The institute's content and agenda is established by its proponents. For example, the institutes would include workshops, forums, teamwork activities and discussion boards, among other activities.

Also, each institute should include a public conference for the college community on the main topic to be covered. This facilitates that other interested people can benefit from the institute as well.

During its five (5) years, our Title V has sponsored **15 Faculty Summer Research Institutes** for professors from our campus and within the colleges iINAS have been focusing its efforts. A total of **811** faculty and college community members participated in the institutes and their public conferences; **516** out of this grand total were **faculty members**. Next, there is a table with information about these institutes held within the Colleges of General Studies, Social Sciences, Education, Humanities and Business Administration:

Table 6: Faculty Summer Research Institutes: Granted Proposals, from October 1st, 2011 through September 30th, 2015

Period	Sponsored Institutes	Undergraduate Students	Graduate students	Faculty	UPR Administrative Personnel	Other	Total
2011-2012	5	34	12	286	83	69	484
2012-2013	4	2	0	77	4	45	128
2013-2014	3	14	9	57	8	6	94
2014-2015	3	0	0	96	3	6	105
Grand Total	**15**	50	21	**516**	98	126	**811**

For your reference, there is a list of the topics covered on the Institutes at each College:

- College of General Studies
  - Memories, Accounts and Testimonies of the Caribbean Diaspora
  - Urban mobility of the College Community at the Río Piedras Campus
  - Violence States: An Interdisciplinary Approaches to Violence and War
- College of Social Sciences

- The Integration of Anthropological Sciences into the Science, Languages and Social Studies Curriculums

- Violence and Complexity

- Back at the Institute of Anthropology in Education

- College of Education

  - Social and Emotional Skills Development of Gifted Students with Double Exceptionality through Interdisciplinary Interventions

  - Inmersión en los derechos humanos y su integración al quehacer cultural, curricular, investigativo y de sistemas de información

  - TPACK… and more: Fusion between Technology, Pedagogy, Content, Research and Evaluation

- College of Humanities

  - Integrating Arts into the Classroom

  - Can the theorist speaks in Caribbean?

  - Hispano-American Paleography and Diplomatic XVI Century: Melgarejo's Memory (1585)

- College of Business Administration

  - Qualitative Research: Relevant Applications in Business Administration

  - Multidisciplinary Institute of Globalization

  - *Vozcuerpovoz*: Performing Arts in Oral Communication

Faculty Summer Fellows

Similar to other iINAS' initiatives, professors submit a competitive application through a call for proposals. This initiative provides opportunities for faculty members to visit different places in order to advance their research-creative quests. Professors who planned to do research or

creative projects during the summer apply for funding to engage in active and collaborative research-creative projects. As stated in our Title V proposal, this experience will allow professors to: reconnect with their discipline; learn new research methods; acquire new research skills; and network with world-known scholars.

A total of **67 faculty members** from our campus have participated in our Faculty Summer Fellows initiative. Professors within the Colleges of General Studies, Social Sciences, Education, Humanities and Business Administration were fellows in this initiative. Also, during the implementation of the Summer Fellows, faculty members from other Colleges and Schools at the UPR-RP have received funds to develop or continue working on different research or creative projects. For your reference, a table with information about the participation in this initiative is included below:

Table 7: Faculty Summer Fellows: Granted Proposals, from October 1st, 2010 through September 30th, 2015

Colleges	Faculty Summer Fellows' Participation Per Year					Total
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	
General Studies	16	0	0	0	1	17
Social Sciences	0	9	0	1	1	11
Education	0	0	7	0	1	8
Humanities	0	0	6	9	1	16
Business Administration	0	0	0	0	9	9
School of Architecture	0	3	0	0	1	4
School of Communication	0	0	1	0	0	1
Library Systems	0	0	1	0	0	1
Grand Total	**16**	**12**	**15**	**10**	**14**	**67**

Research Capacity Enhancement Workshops for Faculty

Under this initiative, iINAS has been offering workshops to faculty members from our campus. The topics addressed in the different workshops' cycles depended on the college iINAS

was focused on each year although all of them were based on three (3) intertwined threads specified in our Title V proposal: 1) Research Mentoring Skills, 2) Basic and Advanced Research Skills, and 3) Skills for Research-Driven Discovery and Innovation. Some examples of the topics covered in our faculty workshops are: research and innovation; gender studies; mentoring; research with human subjects; using electronic database; literature review; paleography studies; oral history; research techniques; research methods; quantitative and qualitative research; using cinema as a classroom resource; e-books; crowd-funding; and using "R" as an alternate analysis tool, among others.

The participation of the college community in the faculty workshops through these five (5) years was good. A total of **391 people** participated in the faculty workshops' cycles from 2010 through 2015. Specifically, **200 professors** from our campus went to our faculty workshops and received training in mentoring, research, data analysis, innovation, creation and other related topics. For your reference, information about participation per year and by category is included:

Table 8: Research Capacity Enhancement Workshops for Faculty: Participants by Category, from October 1st, 2010 through September 30th, 2015

Period	Undergraduate students	Graduate students	Faculty	UPR Administrative Personnel	Other	Total
2010-2011	37	3	3	14	8	65
2011-2012	16	17	26	11	0	70
2012-2013	1	2	10	1	1	15
2013-2014	9	7	86	9	3	114
2014-2015	44	3	75	2	3	127
Grand Total	107	32	**200**	37	15	**391**

Mini-grants

This initiative's purpose is supporting the preparation of undergraduate curriculum modules for the incorporation of research competencies. Mini-grants will cover the costs of supplies, equipment, and materials used to develop these modules. Professors from the college

iINAS is working with that year, submit proposals that are evaluated and then the better ones are granted funding by iINAS.

Since 2010, iINAS has awarded **16 mini-grants** to faculty members from our campus and within the colleges iINAS have been focusing its efforts. Next, there is a table with information about awarded mini-grants in the Colleges of General Studies, Social Sciences, Education, Humanities and Business Administration:

Table 9: Mini-grants: Granted Proposals, from October 1st, 2011 through September 30th, 2014

Colleges	Granted Mini-grants' Proposals Per Year				Total
	2011-2012	2012-2013	2013-2014	2014-2015	
General Studies	3	1	0	0	4
Social Sciences	3	0	0	0	3
Education	0	1	0	0	1
Humanities	0	1	4	0	5
Business Administration	0	0	0	3	3
Grand Total	**6**	**3**	**4**	**3**	**16**

Among the modules that will be implemented in a variety of undergraduate courses within 2015-2016 academic year and the next one, we can mention the following:

- College of General Studies

    o Nanomagnetites: Uncovering Mysteries of a Ferrofluid

    o An Introduction to Geoarcheology: Analysis of Granulometry and Micro-artifacts

    o Visualization and Contrasting of Regional Climate Predictions

    o Image and History: Paintings, Comics, Drawings and Photography to the Service of Education in Oral History

- College of Social Sciences

    o Developing Skills in the Management and Analysis of Quantitative and Qualitative Data in Social Work Students: A Challenge of an Undergraduate Program

- o Online Ethnographic Research: Challenges   La investigación etnográfica online: retos y posibilidades

  - o The Art and Method of Qualitative Interview Research

- College of Education

  - o How to Use Research to Teach Science and to Develop Scientific Thinking in K-3 Students

- College of Humanities

  - o The Curation of an Art Exhibition as a Historic-Artistic Research Process

  - o Philosophy: Images and Concepts

  - o Marriage, Love and Violence in the Pre-Modern Europe

  - o A Developmental Guide for a Creative-Investigative Book in Portuguese

  - o Print and Digital Documentary Sources for Contemporary Art History

- Business Administration

  - o Oral Presentations: Research, Theory and Practice

  - o Research Competencies for Human Resources Management

  - o Collecting, Transcribing and Telling Corporate Hero Stories: Is there an Impact?

Annual Undergraduate Research and Creation Symposium

Since 2013, iINAS has been organizing the Annual Undergraduate Research and Creation Symposium. UPR-RP's undergraduate students participate in this symposium. They present their research projects in a variety of formats: panels, poster sessions and discussion boards. Also, there is a category in which the students offer workshops for their peers. On the other hand, creative projects include: literature (essay, short story and poetry); architectural design; and an art exhibition (drawing, painting, engraved art, installation, among others).

The Symposiums have been celebrated in the spring semester. These Symposiums include plenary sessions and art exhibitions, among other activities for undergraduates and faculty members. In the plenary sessions, speakers from a diversity of disciplines have share their experiences as academics, researchers and creators with the students. The art exhibitions have represented a magnificent opportunity for our undergraduates to present their creative projects in an experience similar to an art gallery opening. In general, participation has incremented each year, see the table below:

Table 10: Annual Undergraduate Research and Creation Symposium: Participation Per Year

Symposium's Date	Participation	
	Undergraduate students	Total
April 4th & 5th, 2013	208	307
April 3rd & 4th, 2014	201	361
April 9th & 10th, 2015	269	443
Grand Total	678	1,111

Research and Creative Activity Online Journal

[IN]Genios is an online peer-review journal that can be accessed through the following link: www.ingeniosupr.com. Also, [IN]Genios is an indexed journal for the publication of undergraduate research and creative productions authored by our UPR-RP's students. This journal recognizes our students' intellectual productivity and academic excellence while exceeding the classroom walls.

Its mission is to stimulate the academic and creative productivity of our undergraduate students at the UPR-RP. It offers opportunities for the dissemination of the best research articles and creative projects from our campus. It recognizes that publishing represents the last step of a creative or investigative process. From a multidisciplinary perspective, [IN]Genios gathers original research articles and creative projects whose principal authors are undergraduate students. Undergraduate students from the different academic programs at our campus can submit their

projects. Regarding the creative projects, the journal considers for publication a variety of formats including essays, poems, short stories, art and even music.

iINAS facilitated the journal's assembly and the constitution of its Editorial Board. [IN]Genios' first volume has two (2) numbers that were published last year: its first number (Vol. 1, Num. 1) on September 2014 and its second number (Vol. 1, Num. 2) on February 2015. A total of **39 research articles and creative projects were included between both numbers of [IN]Genios' first volume**. On the other hand, **the first number of the second volume (Vol. 2, Num. 2) was published on September 2015 including 25 research articles and creative projects**. We expect the second number of this volume to be published on February 2016.

Remarkably, undergraduate students have participated in the development of various components of [IN]Genios. First, its logo was produced by an undergraduate from the School of Architecture and the College of Humanities. This student's proposed logo was selected from the drawings submitted by a group of undergraduates to [IN]Genios' logo contest. Second, both the design and assembly of [IN]Genios' website were made by an undergraduate from the School of Communication who is also collaborating in iINAS. Third, both [IN]Genios' Editor in Chief and Associated Editor developed an editorial internship that allows an undergraduate to be part of the editing processes of this journal. Another undergraduate participated as a volunteer in the editorial process of the journal. Finally, undergraduate students have been participating as members of this journal's editorial board.

Grant Writing & External Funding Workshops (iINAS proposal's third strand)

To strengthen UPR-RP's proposal/grant writing capacities, iINAS coordinated workshops and consultations for faculty members. These activities were focused on developing and strengthen faculty members' capacity to: write grants /proposals; how to develop strong projects; search for external funding (both federal and private funding); and the do's and don'ts associated to these

processes, among other topics. Professors also had the opportunity to meet with the invited speakers and consult their projects, ideas and past experiences with them.

A total of **75 UPR-RP's faculty and administrative personnel (63 professors and 12 administrative personnel)** attended a series of grant/proposal writing workshops. A table with information about participation in these workshops is included below:

Table 11: Grant Writing & External Funding Workshops: Participants by Category

Workshops' Titles	Dates	Participants		
		Faculty	UPR Administrative Personnel	Total
UPR-RP Faculty and Staff workshop: Grant Writing Workshop in Digital Humanities	April 30th, 2014	10	0	10
UPR-RP Faculty and Staff workshop: Successful Proposal Writing in the Humanities	May 9th, 2014	14	1	15
Grantsmanship Workshops Cycle				
UPR-RP Faculty and Staff Workshop: Pre-Award Grantsmanship Workshop	February 18th, 2015	6	2	8
UPR-RP Staff Workshop: Positioning the College for Funding Success	February 19th, 2015	0	5	5
UPR-RP Faculty and Staff Workshop: Positioning the College of Business Administration for Funding Success	February 19th, 2015	9	3	12
UPR-RP Faculty and Staff Workshop: Introduction and Grantsmanship Presentation	February 20th, 2015	18	1	19
UPR-RP Faculty and Staff Workshop Consultations	February 20th, 2015	6	0	6
	Grand Total	**63**	**12**	**75**

Beyond iINAS' Undergraduate & Faculty Initiatives: Additional Activities

Each year, iINAS organizes different activities for the college community. Multidisciplinary lectures have been offered by internationally known experts. These special

lectures represented a great opportunity for our college community to be exposed to a variety of speakers.

In 2012, iINAS organized the ***Oral History Week*** from February 21st through the 24th. Academics and experts in qualitative research, its methods and data analysis offered different lectures during that week. Among the invited speakers, we can highlight the presence of Sidney Mintz, Pablo Pozzi, Consuelo Naranjo and Martha Ellen Davis. A total of **11 lectures** were offered with a participation of **almost 400 people (170 undergraduate students; 51 graduate students; and 85 faculty members)**. Also in 2012, ***Phillipe Burgois*** visited the UPR-RP's to offer **three (3) conferences** about Visual Research, Logics of Violence at the Philadelphia's Puerto Rican Ghetto and The Contradictions between the Drug War and Public Health. A total of **143 people** participated in these conferences; **61** out of them were **undergraduate students**, **30 graduate students** and **28 professors**.

On the other hand, the ***Neuroethics and Philosophy Week*** was celebrated on December 3rd through the 5th, 2012. Dr. Walter Sinnott-Armstrong from Duke University offered **three (3) conferences**. Among the topics covered on these conferences, Dr. Sinnot-Armstrong talked about violent crime, the legal system, neuroscience, psychopathic behavior and its treatment. The participation in these conferences exceeded our expectations: a grand total of **216 participants (120 undergraduate students; 50 graduate students; and 30 professors)**.

On October 2013, iINAS facilitated ***Antanas Mockus visit to the UPR-RP***. Mr. Mockus offered a conference on the construction of the citizenship and its challenges. Mockus, an ex-mayor of Medellín city in Colombia, highlighted the coincidences between the academic and the citizen's culture. The participation exceeded by far our expectations: **181 people attended his conference (107 undergraduate students; 20 graduate students and 20 professors)**. Also, Mockus participated in a **students' forum**. A total of **54 people** from our campus participated in

21

this forum; **16** out of them were **undergraduate students, 16 graduate students, 5 professors** and **16 visitors**.

The internationally known writer and critic, ***Dr. Sylvia Molloy*** visited our campus on February 2014. Dr. Molloy has taught at Princeton, Yale and New York University, from where she retired in 2010. She offered **two (2) creative writing workshops** for undergraduate students and professors. Also, Dr. Molloy gave **a lecture** titled: Writing, Body and Memory. Her lecture was attended by a large group of students, professors and visitors. This lecture's attendance reached **135 people (84 undergraduate students; 10 graduate students; 19 professors and even 22 visitors)**.

Another great event was ***Dr. Matthew J. Smith's conference*** on March 2014. Dr. Smith was a professor at Wittenberg University. He visited the UPR-RP's to offer an Integration Seminar sponsored by iINAS for faculty members at the College of Humanities. His public lecture's title was: Beyond Biff! Bam! Pow! Reclaiming Comics as the Ninth Art. The college community was very open to Dr. Smith's lecture giving him their favor. The lecture's attendance was **67 people (35 undergraduate students; 1 graduate student; 1 professor; and even 26 visitors).**

Finally, on February 2015, iINAS organized ***a businesswomen panel*** titled: Challenging Preconceptions: Female Puerto Rican Entrepreneurs. This panel included businesswomen working in different sectors like private industries, banks and non-profit organizations:

- Zulmarie Urrutia-Vélez, CPA, Esq., President of *Colegio de Contadores Públicos Autorizados*;

- Wanda Otero, Entrepreneur and Co-founder of *Quesos Vaca Negra*;

- Annette Montoto, CPA, Executive President of *Microfinanzas de Puerto Rico*;

- and Sofía Stolberg, Co-founder of Piloto 151.

This panel's goal was to encourage our students and other members of the college community to embrace their ideas and entrepreneur aspirations. A total of **104 people** attended (75 undergraduate students; 7 graduate students; 8 professors; and 13 visitors).

Establishing The Undergraduate Learning Commons and Interdisciplinary Research Center (ULCIRC)

The present academic and research scenarios available for undergraduate students in our campus require new venues of collaboration and access to resources, space and administrative support that will yield successful research endeavors. Thus, in order to address these critical needs of our institution, iINAS will establish The Undergraduate Learning Commons and Interdisciplinary Research Center (ULCIRC) or *Centro de Recursos para la Investigación Interdisciplinaria y el Aprendizaje Subgraduado* (CRIIAS, for its acronym in Spanish) to be housed on the third floor of the Library of the College of Natural Sciences. The ULCIRC is in accordance with the **Strategic Plan University 2016**, Goal 1: developing UPR-RP into the flagship research institution.

In addition, there has been a natural development of libraries into learning commons and the concept has steadily become the paradigm for information and learning services in higher education. The information community initiatives as well as the needs of the new generation of students and faculty require institutions to provide its constituencies with spaces and environments that encourage innovation, collaboration and the creation of new knowledge. Isolated research is no longer the working model for academic researchers and students in general. Collaborative endeavors are more likely to yield high quality products so it follows that higher education information facilities should evolve to provide the appropriate environment for these populations to thrive.

Following best practices documented in the professional literature (Lippincott, 2006, McMullen, 2004, Weiner, Doan & Kirkwood, 2010), we propose that an ULCIRC is created to provide faculty and undergraduate students a diverse academic and research space and environment where they can pursue their intellectual and research interests collaboratively. The proposed facilities will be developed to promote and encourage research and creation activities particularly geared to the undergraduate community. Commons facilities, by definition, imply the sharing of services, physical spaces and access to varied resources –including information in diverse formats– as well as experienced information and technology specialists who can advise and support the development of research projects. Well-thought and purposeful spaces, services and partnerships become critical to allow the best use of existing resources and the convergence of capabilities of traditional administrative units. Access to updated quality information as well as its use in an appropriate environment is one of the hallmarks of successful information and learning commons.

Overall, these activities can result in enhanced student learning, an increase in graduation rates, a decrease in time to degree, an increase in the number of students pursuing graduate studies, aside from achieving Title V outcomes like: (a) creating a cadre of faculty-research mentors for undergraduate students and (b) the development of innovative graduate academic programs that will generate a strong research culture. In this case, since the ULCIRC will be housed in facilities shared with the Reference Section of the Library of Natural Sciences, both, access to information resources as well as to professional reference librarians will strengthen students and faculty research capabilities. The proposed ULCIRC will benefit both units since the potential synergy that can be achieved by the specific contribution of their particular resources, vision and expertise to this academic endeavor is far greater to what they can do isolated. Successful initiatives like the information competencies development efforts of the Library can be provided in greater depth in

the facilities that would become available to them.

ULCIRC brings the possibility of much needed student and faculty facilities like group study rooms, meeting spaces for faculty and student researchers, a flexible-use room for academic and cultural activities, a place which does not exist presently in the Library. It is suggested that, the ULCIRC should house or make available to students and faculty:

- *individual and group study spaces*

- *silent studying areas as well as areas in which conversation is encouraged*

- *digital monitors for academic and cultural programming*

- *attractive, comfortable and easily movable furniture*

- *the iINAS administrative offices*

- *A multipurpose and flexible room that can be converted to a 100 person capacity amphitheater or 2-3 variable size rooms.*

- *Space where students and faculty can purchase soft drinks, coffee, snacks and socialize.*

There are services like the photocopying and computing facilities already in place as well as the information consulting conducted as part of the Reference Room services. These services should not only be maintained but expanded as we have discussed elsewhere in this document.

In addition, as part of the programmatic objectives for faculty research development in this proposal it is projected that ULCIRC will sponsor and organize year-round events and programs specially focused on new research areas of inquiry and multi-interdisciplinary approaches for faculty and undergraduate students within our campus.

Moreover, the ULCIRC will organize academic and research activities geared to both faculty and undergraduate students in order to secure successful writing of scholarly work and external funding grants and fellowships. Specifically, the ULCIRC staff will coordinate several

scholarly activities such as: (a) seminar series and workshops for undergraduate students and faculty (b) colloquia with distinguished visiting scholars (c) lectures, (d) faculty summer institutes, (e) institutionally and/or externally-supported faculty research groups and (f) the biannual undergraduate research symposium. In addition, the ULCIRC will offer meeting and working spaces for SR fellows and other undergraduate research programs that may require administrative and mentoring support. Moreover, it is expected that the ULCIRC will become a premier interactive technology and resource based center for undergraduate research in our campus with a universal design perspective.

Strengthening Pre-award and Post-award Management Office for Sponsored Projects

As previously stated, iINAS results from the strategic plan proposed by our university in Vision 2016 which is aligned with the UPR mission statements. Therefore, iINAS directly helps our institution in strengthening all research initiatives described in its mission. In addition, equipment funds from the Title V project allowed the UPR-RP to acquire the InFoEd software in order to streamline pressing post-award issues. The creation of the Office for Sponsored Research Programs and Entrepreneurial initiatives within the Office of the Dean of Graduate Studies and Research has been instrumental in the advancement of research activity within our campus. Funding support from iINAS for training of staff involved in grant management activities has been extremely beneficial to researchers prior and following the proposal submission.

Conclusion

iINAS has strengthened UPR-RP undergraduate research and creative productivity. Through its undergraduate initiatives, iINAS has been working towards the increasing of undergraduate research and creative projects while impacting our campus' research-creation academic culture. This Title V fostered the involvement of undergraduates in research and creative

quests as indispensable complementary experiences to their academic formation. As products, our students have: significant research and creative experiences; enhanced their research and creation capacities; project's presentations in local and international academic forums; articles published on academic journals; creative projects' exhibitions and publications; and stronger curriculums as undergraduates. Certainly, all of these qualities make them more suitable candidates for graduate school in this very competitive academic world. The UPR-RP benefits as well from having an undergraduate population that is characterized by a solid academic formation as they have been exposed to these enriching experiences. The UPR-RP's prestigious and solid image is supported by having a stronger, more prepared, competent and competitive undergraduate population. Also, we bet that these qualities and overall experiences have an impact on the institution's retention and persistence rates; a more engaged undergraduate population that is compromised with their academic formation is a key factor.

Regarding its faculty initiatives, this Title V has produced a stronger faculty through their participation in workshops, research institutes and seminars. UPR-RP's professors have been exposed to training in: research methods and techniques; strategies to gather data and its analysis; new teaching methods and strategies for the classroom; new theoretical aspects in their disciplines; and even established collaborative work with their colleagues, among other areas. The Summer Research Institutes were crucial for the development of transdisciplinary collaborations between faculty members while Faculty Summer Fellows initiative facilitated advancements in our faculty research and creative projects. On the other hand, the UPR-RP's undergraduate curriculums will be strengthened with the integration of modules on different courses, within the colleges iINAS focused on during its implementation as a federal funded program. Having a stronger and trained faculty have an impact on our undergraduate population too. Students will be exposed to: a more complete curriculum; better courses; new teaching methods and strategies; and professors who are

motivated and prepared as well. Finally, faculty members have been trained in grant writing strategies; this will benefit our institution with an increasing of federal grants submissions and hopefully awarded proposals.

iINAS' goals, while making the transition from a federal subsidized project to its institutionalization is offer support and its services to undergraduates and faculty from all colleges and academic programs within the UPR-RP. Certainly, iINAS' initiatives will be a vehicle to establish transdisciplinary collaborations within its faculty members and other institutions as well. Also, iINAS will continue to achieve our main objectives that the UPR-RP undergraduate population will be exposed to research and creative complimentary experiences that will strongly enrich their academic experience.